

Teacher(s): Johnson

Subject: World History

Week of: Oct 30 – Nov 3, 2017 Week: 13

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC.	Do Now: <b>Guided Instruction (We do)- Identify the areas that will require mediation</b>  Opening: <b>Focused Instruction (I do)- lead discussion of areas of weakness; assist as needed</b>  Work Session: <b>Guided Instruction (We do)- adjust and update study materials to focus on areas of remediation</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Remediation</li> </ul>	Formative:  Teacher Observation Q&A
	Purpose:  To provide the students an opportunity to remediate in preparation for the re-test	Closing: <b>Guided Instruction (We do)- How many of you intend to try studying differently that you did for the quiz? If what you are doing is not working, try something else.</b> Home Learning:		Summative:
Tues	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC.	Do Now: <b>Guided Instruction (We do)- 10 min quick study</b>  Opening: <b>Focused Instruction (I do)- Explain the testing procedures</b>  Work Session: <b>Independent Learning (You do alone)- Complete the Re-Quiz OR</b> <b>Independent Learning (You do alone)- Work on vocabulary for WH 4 if passed original quiz and are satisfied with the grade</b> <b>THEN</b> <b>Independent Learning (You do alone)- Turn in the 17 items identified for classwork grade</b> Closing: <b>Guided Instruction (We do)- Quick overview of WH 4 on Byzantine and Mongol Empires.</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Differentiation</li> </ul>	Formative:  Teacher Observation Q&A Re-quiz Classwork turn in
	Purpose: To provide the students an opportunity to revalidate their knowledge after being able to remediate	Home Learning:		Summative:
Weds	Standard(s): SSWH 4 Analyze the impact of the Byzantine and Mongol empires. a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora. c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.	Do Now: <b>Guided Instruction (We do)- What is the Byzantine Empire?</b>  Opening: <b>Focused Instruction (I do)- Introduce WH 4 with two maps on extent of Byzantine Empire and the Raids and Invasions of Europe and the Med</b>  Work Session: <b>Guided Instruction (We do)- Discussion of the notes provided as handouts on elements a and c (textbook see, Chapter 11, Section 1)</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:  Teacher Observation Q&A
	Purpose: To introduce the students with information on the Byzantine Empire	Closing: <b>Guided Instruction (We do)- What was the Great Schism all about?</b>  Home Learning:		Summative:

Thurs	<b>Standard(s):</b> <b>SSWH 4 Analyze the impact of the Byzantine and Mongol empires.</b> a. Describe the relationship between the Roman and Byzantine Empires; include: the importance of Justinian and Empress Theodora. c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.	<b>Do Now: Guided Instruction (We do)- What was the most important thing Justinian did?</b>  <b>Opening: Focused Instruction (I do)- explain work session; assist as needed</b>  <b>Work Session: Independent Learning (You do alone)- Complete the Guided Notetaking on Chapter 11, Section 1</b>  <b>Closing: Guided Instruction (We do)- How did a plague weaken Constantinople?</b>  <b>Home Learning:</b>			<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Guided Notetaking 11-1</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A
	<b>Purpose:</b> To provide the students an opportunity to discover connections, as well as cause and effect					<b>Summative:</b>
Fri	<b>Standard(s):</b> <b>SSWH 4 Analyze the impact of the Byzantine and Mongol empires.</b> b. Analyze the impact Byzantium had on Kiev, Moscow and the Russian Empire.	<b>Do Now: Guided Instruction (We do)- What does the word Czar mean?</b>  <b>Opening: Focused Instruction (I do)- explain the work session; assist as needed</b>  <b>Work Session: Guided Instruction (We do)- Discussion of the notes provided as handouts on element b (textbook see, Chapter 11, Section 2)</b>  <b>Collaborative Learning (You do together)- in pairs, complete the Guided Notetaking on Chapter 11, Section 2</b>  <b>Closing: Guided Instruction (We do)- How were Kiev and Byzantium linked?</b>  <b>Home Learning:</b>			<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Guided Notetaking 11-2</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A
	<b>Purpose:</b> To provide the students information on how the Byzantine and European Asia were connected through pointed questions and discussion					<b>Summative:</b>